THE CANADIAN SPELLER

BOOK TWO

GRADES VII TO IX

QUANCE

NOVA SCOTIA

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THE CANADIAN SPELLER

BOOK TWO

GRADES VII TO IX

BY

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AUTHORIZED FOR USE IN THE SCHOOLS OF
THE PROVINCE OF NOVA SCOTIA

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PREFACE

The Canadian Speller is a Canadian text in spelling compiled from the results of experimental investigations conducted throughout the Dominion. A Speller should be based on three fundamental considerations: (1) How is its vocabulary determined? (2) What factors determine the grade placement of the words? (3) Is the method psychologically sound? The author was convinced that the first two of these questions needed answering under Canadian conditions. The investigations conducted by him in this connection during the past nine years have extended into every province of the Dominion. A report of these investigations is briefly outlined in the first chapter of the *Teacher's Manual* which accompanies this text.

The author has kept in mind that these are pupils' books, and has, therefore, included in the text only such additional matter as may make its construction and use clearly understood. The aim is to develop in the pupils an independence in the mastery of their spelling problems. By following the clear and explicit instructions given to the pupils in the text, this aim should be accomplished. All the instructions and suggestions given there are progressive in character, designed to match the pupil's increasing ability in spelling.

Word lists are a concise method of presenting the spelling curriculum of a grade. They also make possible the use of the pre-test method, which is today the most widely accepted procedure of teaching spelling. Knowing, however, that contextual spelling is a more exacting test than the spelling of word lists, the author has made provision for the words which give the most persistent difficulty in spelling appearing in their final review in contextual material. There are

also spelling exercises and study helps of various types, which are designed for the specific purpose of assisting the pupil to attain the objectives set in the work for his particular grade.

The author acknowledges his indebtedness to the many superintendents and inspectors of schools, and to the many classroom teachers from the Atlantic to the Pacific who have so generously co-operated in the investigations which form the foundation of this Speller. He is also under deep obligation to his many students, without whose very kind assistance the task could never have been completed.

F.M.Q.

GENERAL DIRECTIONS TO TEACHERS

For a detailed description of the methods of teaching spelling recommended for use with *The Canadian Speller*, the teacher is referred to the *Teacher's Manual* accompanying this text. In it numerous suggestions of distinct help to the teacher are found. Below are given only such directions as will make clear the general plan followed in the Speller.

The teacher's aim.—The teacher should aim to develop two abilities in the pupil. The first is that of spelling the words assigned to the grade. The other is that of recognizing a new word anywhere, as one would recognize a new flower or a new bird, and of being sufficiently interested in it to learn its spelling, if such is not already known. This ability to recognize strange words, and so attack the learning of them oneself, is more important than the former ability, because it continues after school days are ended. The pupil may meet these words in the literary selection, in the geography text, or in his reading at home.

The presentation of the words.—At the present time there are two distinctly different methods of teaching spelling, namely, the *study-test* method and the *test-study-test* method. In *The Canadian Speller* the *study-test* method is recommended for use in Grade Two. Above Grade Two the *test-study-test* method is recommended. The advantages of each method are explained in the *Teacher's Manual.* Detailed instructions applying the method selected to the teaching of the week's assignment are found in the pages introductory to the work of each grade.

The system of reviews.—The system of reviews forms such a vital part of the complete plan of teaching in *The Canadian Speller* that it is extremely urgent that both the teacher and the pupils should understand it thoroughly and

follow it carefully. It is unnecessary to tell the alert teacher that teaching which lacks systematic reviews is distinctly wasteful of time.

The plan of procedure in carrying the review work along with the new assignments is very simple, if the two series—the new lesson and the review—are considered separately. In connection with the new assignments there can be no mistake, because the weeks when the new assignments are to be studied are indicated clearly in the text by the words, *First Week*, *Second Week*, etc. Preceding the new work in each grade above Grade Two there are three contextual reviews. Review 1 is always taken with the new work of the First Week; Review 2 with that of the Second Week; Review 3 with that of the Third Week; the work of the First Week with that of the Fourth Week; and so on. Without exception, throughout the grade, every assignment in the review series is taken as it is met. When this system is followed out, it will be seen that before the Mid-term Review is met *in the review series*, the review will be three weeks before the new work. After the Mid-term Review is met in the review series, the review will precede the new work by four weeks. Attention, however, should be called to the absence of contextual reviews at the beginning of Grade Two. This is due to the fact that there has been no formal spelling in Grade One. Hence, the first of the review series in Grade Two will commence with the work of the Fourth Week, when the work of the First Week will be taken as a review. The review series will then be followed in regular order.

Supplementary words.—The purpose of supplementary words in spelling is to make provision for differences in the spelling abilities of the individual members of a class. In *The Canadian Speller* provision is made for three levels of spelling ability. All the pupils of a class will probably be able to master the whole of the regular weekly spelling assignments. Some, who possess spelling ability somewhat above the average, should be held responsible for the supplementary words

given in the weekly assignments. To a few, for whom these supplementary words are still found to be insufficient, the teacher should assign each week a few words from the Supplementary List of words for the grade provided at the end of this book. Be very careful not to underrate or to overrate the spelling abilities of your pupils. Perfect records both on the new assignments and on the review words should be the goal each Friday.

The order of the words in dictation.—Under no circumstances should the pupils in the class become accustomed to having the words of either the new or the review list dictated in a certain order. The teacher should take care to change the order from week to week. The reason for this is obvious.

CONTENTS

	PAGE
GRADE VII	1
GRADE VIII	27
GRADE IX	51
SUPPLEMENTARY WORDS	77
APPENDIX I	79
APPENDIX II	80
APPENDIX III	83

BOOK TWO

GRADE SEVEN

TO THE TEACHER

If the directions to the pupils in the previous grades have been closely followed, and the exercises given from week to week have been carefully done, the pupils should now have gained a considerable independence in mastering their own spelling problems. Not only should this be so, but there should be an increasing certainty on the part of the pupils of their ability to spell words correctly. There is a wide variation in this respect. It is, however, a valuable ability. Try to increase it in all your pupils. Continue such types of work suggested in previous grades as you feel that the pupils require. These will include the use of the Spelling Notebook. Provided the pupils have access to a dictionary, correct spelling in all written work should be expected. Be sure that the pupils secure the help that comes from noting how derived words are formed from root words, and from knowing the rules given in the Appendix that govern these changes. Supplementary words are meant only for those pupils for whom the regular lists are not sufficient.

TO THE PUPIL

Continue to exercise the greatest care in connection with your method of studying the words. Use each step suggested to you on page 3. In your general reading you will meet many words which you would like to be able to use in your own writing, but which at the time you cannot spell. Write these words in the *Personal Spelling List* section of your Spelling Notebook. During this year train yourself to note the part of a new word

that is most difficult for you, and to study that part most carefully. Train yourself, also, to become more certain of your ability to spell words correctly. The number of words which you are certain you can spell correctly should now be very large.

THE WORK FOR THE WEEK

Monday.—Pronounce each word in the list for the week distinctly. If a word has more than one syllable, like *injustice*, pronounce each syllable clearly, as *in jus tice*. Use each word in a sentence. If you do not know the meaning of a word, ask someone to explain it, or look it up yourself in the dictionary. Without previous study, write the words of the list for the week from dictation. Do not write the words which you think you cannot spell. Leave a blank for these. With your book open, mark your own spelling paper. The words which you miss on this test will need your special study during the week.

Tuesday.—Read all the new words and all the review words for the week. Be sure to look carefully at the order of the letters in each word. Make use of the spelling rules in Appendix II to help you to spell the words that are formed from other words. Watch carefully the words with silent letters or with double letters, whether these letters be consonants or vowels. Study carefully for a short time some of the words which you missed on Monday. Study also some of the words from the review list.

Wednesday.—Read carefully again all the new and the review words of the week, and study a few more of the words which you missed. Study the dictation given in the week's assignment. Do all the exercises also. Your teacher will take these up with you from week to week.

Thursday.—Read all your words again as you did on Tuesday. Ask yourself which words of the lists you are fully certain that you can spell. Choose a partner and have him test you on the words in your *Personal Spelling List*. Test him on his also. When you have a word of this list correct for three successive weeks, you may mark it off.

Friday.—Write all the new and review words from dictation. Your teacher will mark all the papers on this test. Keep a record in your Spelling Notebook of all the errors that you make in this test. Try to have a perfect record each week.

HOW TO STUDY A WORD BY YOURSELF

Make certain that you follow each step in the method of learning to spell a word. You will become a better speller if you do so.

1. Look at the word. Pronounce it distinctly to yourself. If it has more than one syllable, say each syllable distinctly. Think what the word means.
2. Look carefully at any syllable or any other part of a word which you are not sure you can spell correctly.
3. While looking at the word, say the word distinctly and spell the word by syllables several times.
4. Cover your book and write the word on your paper.
5. Look at the book to see whether the word is written correctly. If it is not correct, write it correctly and study it till you know how to spell it.
6. After you have studied three more words as above, look at all four words again, cover your book, and write the four words from memory. Study carefully any word which you misspelled, and write it again.

Review 1

Each mark in the blanks stands for a letter. Fill in the missing letters, and learn to write the sentences.

1. He will ac - ept this expl - na - ion.

2. He ship - ed the mercha - di - e to a for - - gn country.

3. My school princip - - gave me an ex - el - ent reference on the subject.

4. The de - ision of the gover - ment was final.

5. The pres - d - nt had complete - nowl - dge of the ter - it - ry.

Review 2

1. The accident occurred near the university library.

2. The original estimate of the cost of the building was too high.

3. We were in favour of securing copies of the book for all the members of the society.

4. The secretary thought that the expense would make this impossible.

5. He suggested that we refer the matter to the president.

6. The president's personal opinion was that not more than twenty-five per cent of the members should have them.

Review 3

Parrsboro, N.S., June 13, 1933.

Smith, Wilson & Co.,
324 Lenore St.,
Amherst, N.S.

Dear Sirs,

On the 31st. of last month I sent you an order for five copies of your latest publication to be sent by parcel post. I also asked you to send them at the earliest possible date, promising to remit promptly on receiving them. As yet they have not arrived.

I should be glad if you would inquire about this parcel, and, if, after your inquiry, in your opinion it has been lost, please fill the order again. Did you place any insurance upon the books when you shipped them? It would be well to insure future shipments.

Yours truly,
William Evans.

Truro, N.S., Sept. 9, 1933.

The Secretary,
Grade Seven Class,
Hilltop School.

Dear Mary,

The Grade Seven Class of the Milton School wish me to send an invitation to your class to have a spelling match with us on Friday afternoon next. We shall use only the difficult words in our book to the end of Grade Six.

Please let us know if you can come.

Yours sincerely,
Fred Smith,
Secretary.

FIRST WEEK

poverty	**justice**	**display**	**approach**
worries	**remarkable**	**circulation**	**liquid**
moderate	**social**	**whereby**	**accuse**
declare	**battery**	**housekeeping**	**locality**
reunion	**agreeable**	**differ**	**improving**

DICTATION.—

1. He does not do justice to his work when he worries.
2. Having this liquid for cleaning makes my housekeeping more agreeable.

STUDY HELPS.—Your review for this week is Review 1. This contains some of the most important and most difficult words of the Sixth Grade. Can you find a word in your new list with three vowels together? Show your teacher how you learn to spell *liquid*.

SECOND WEEK

grace	**carload**	**modest**	**untouched**
indicated	**poison**	**shone**	**insure**
published	**bishop**	**expression**	**ordinary**
informed	**obedient**	**satisfaction**	**event**
behaviour	**sized**	**major**	**exchanged**

DICTATION.—

1. The goods were exchanged in the ordinary way.
2. Her eyes shone with joy at this expression of my praise.

SUPPLEMENTARY WORDS.—Write the names of at least thirty things that you eat and drink at the table. Use your dictionary, if necessary, to help you with their spelling. Your teacher will give you some of these words on Friday.

THIRD WEEK

services	**actual**	**overdue**	**prevail**
treaty	**cedar**	**whereas**	**noble**
liberal	**attraction**	**pledge**	**institution**
arise	**enforce**	**protection**	**vice**
ignorant	**considering**	**luncheon**	**faithfully**

DICTATION.—Write sentences using the following words. Write one sentence for each word.

attraction actual pledge cedar luncheon noble

DICTIONARY EXERCISE.—Write the following words, give their meanings, and divide them into syllables.

institution luncheon attraction services

STUDY HELPS.—Notice the difference in the last three letters of *luncheon* and *attraction*. What words in this week's list may be used to describe people?

FOURTH WEEK

ghost	**accompany**	**insured**	**income**
expired	**organization**	**exceed**	**agency**
enormous	**listed**	**monument**	**department**
applied	**counter**	**phrase**	**midst**
constant	**blessing**	**personality**	**maintain**

DICTATION.—

1. Cash must accompany all orders that exceed ten dollars.
2. That phrase exactly describes her personality.

SUPPLEMENTARY WORDS.—Write ten words which you have met already this year in your geography which you feel you should know how to spell. Write them in the proper section of your Spelling Notebook.

FIFTH WEEK

appointed	**whereabouts**	**observe**	**adjust**
create	**qualified**	**moreover**	**performance**
bolts	**assembly**	**royal**	**thereon**
command	**official**	**rendered**	**hereafter**
afford	**marriage**	**binding**	**promote**

STUDY HELPS.—Which words in your new and review lists are you absolutely sure that you can spell correctly? Of which are you not quite so certain? Note the last four letters in *marriage*. What compound words are in your new list? Of what two words is each made up?

SIXTH WEEK

cigar	**payable**	**transportation**	**delicious**
resulted	**estate**	**glance**	**claim**
engage	**mankind**	**province**	**mood**
household	**banquet**	**provincial**	**curious**
consult	**respond**	**supreme**	**completed**

DICTATION.—When the president had completed many years of service in the province, the provincial officials gave a banquet in his honour. After a delicious meal, cigars were passed and smoked, and speeches were made. Several of the speakers stated that through the president's efforts very important improvements had been made in the transportation services of the province.

SUPPLEMENTARY WORDS.—Write at least twelve words that may be used in describing people, like *curious* above, and *liberal* and *noble* in your review list.

STUDY HELPS.—Notice the last four letters in *curious* and *delicious*. Have they the same sound?

SEVENTH WEEK

beloved	**withdraw**	**athletics**	**tax**
vast	**therein**	**substance**	**miserable**
proposed	**membership**	**quality**	**romance**
invest	**humble**	**energy**	**connected**
missionary	**draft**	**substitute**	**funds**

DICTIONARY EXERCISE.—Look up in your dictionary the meanings of *romance*, *vast*, *substitute*, and *draft*.

STUDY HELPS.—Which two words in this week's list have the last four letters the same? Which word do you find the most difficult to spell? Which part of the word is particularly difficult for you?

EIGHTH WEEK

strain	**worthless**	**describe**	**salesmen**
information	**objection**	**meanwhile**	**shortage**
relating	**bid**	**punishment**	**bond**
eighteenth	**canoe**	**attitude**	**confess**
accordance	**crime**	**medical**	**reliable**

DICTATION.—

1. I confess that I was afraid when the canoe was upset.
2. The punishment for the crime was severe.

SUPPLEMENTARY WORDS.—Write the ordinals from *first* to *nineteenth*. Look up in the dictionary any that you cannot spell. Study them for your test on Friday.

WORD BUILDING.—Add the suffix *ing* to the following root words and spell them correctly. State the rule in each case.

bid confess describe strain

When *ing* is added to *canoe*, the form is *canoeing*. Notice the three vowels together. Can you think of any other word which has three vowels together?

NINTH WEEK

chamber	**garment**	**weighing**	**taxes**
outstanding	**ivory**	**guilty**	**dislike**
probable	**manly**	**vision**	**deducted**
avail	**distribute**	**inferior**	**compare**
defeat	**inspection**	**concluded**	**dine**

DICTATION.—Write sentences using the following groups of words. Write one sentence for each group.

outstanding vision
inspection of the garment
deducted the taxes
the probable defeat

STUDY HELPS.—Is there any word in your new or review lists which you are not quite certain you can spell? If so, what part of the word is it?

TENTH WEEK

policy	**intense**	**vicinity**	**reality**
dying	**justified**	**confidence**	**gossip**
civil	**celebrate**	**assuring**	**transaction**
employed	**appearance**	**quoting**	**entitled**
military	**vital**	**spiritual**	**ambition**

DICTATION.—

1. They came to this vicinity with ambition and intense confidence.
2. In reality their military policy is not justified.

DICTIONARY EXERCISE.—A word which has a meaning similar to that of another word is called a **synonym.** A word which has a meaning opposite to that of another word is called an **antonym.** Give a synonym and an antonym for both *vital* and *intense.*

STUDY HELPS.—Note the last four letters in *appearance* and *confidence.* What does *dyeing* mean?

ELEVENTH WEEK

adjustment	**envy**	**dignity**	**agriculture**
coast	**postmaster**	**gem**	**experience**
chocolate	**hauled**	**medium**	**portion**
grief	**sacrifice**	**candidate**	**estimated**
pastor	**resident**	**institute**	**magic**

DICTATION.—

1. The pastor bore his grief with dignity.
2. The baby hauled Easter eggs in a chocolate waggon.

SUPPLEMENTARY WORDS.—Write the names of ten occupations other than agriculture. Write these words in the *Personal Spelling List* section of your Spelling Notebook and learn them for your test on Friday.

TWELFTH WEEK

cease	**hereby**	**respectable**	**destroy**
revolution	**carnival**	**fate**	**proceedings**
continent	**endure**	**creamery**	**shipper**
convey	**brilliant**	**confined**	**described**
proposition	**attachment**	**control**	**assistant**

DICTATION.—

1. Brilliant lights played on the ice during the carnival.
2. The shipper described his proceedings clearly.

DICTIONARY EXERCISE.—Give a synonym and an antonym for the following words.

brilliant cease attachment

STUDY HELPS.—Note the first letter in *cease*. What are the last four letters in *respectable?* The word *shipper* was formed by adding what suffix to *ship?* What was done with the final consonant?

THIRTEENTH WEEK

ample	**greet**	**aspect**	**nominated**
elsewhere	**industrial**	**affect**	**farewell**
perfection	**sacred**	**inspiration**	**stockholder**
defective	**seriously**	**responsible**	**bobbed**
readily	**cable**	**wherein**	**capable**

STUDY HELPS.—Note the suffix *ation* in *inspiration*. What is the root form of this word? What is the rule? In the new list find a word that ends in *able* and one that ends in *ible*. Watch these endings carefully. Two common words ending in *ible* are *possible* and *sensible*. Distinguish *affect* and *effect*. Use each word in a sentence. Study Rule 5, Appendix II, page 80, for the spelling of *bobbed*. What are all the compound words in your new list?

FOURTEENTH WEEK

adopted	**contrast**	**doz.**	**affair**
century	**destroyed**	**unworthy**	**margin**
collection	**attaching**	**procure**	**opera**
conviction	**variety**	**republic**	**dignified**
instrument	**release**	**exhibit**	**impatient**

DICTATION.—Write sentences using the following words. Write one sentence for each word.

century impatient variety conviction

SUPPLEMENTARY WORDS.—Write the names of eight musical instruments. Study these words for your test on Friday.

DICTIONARY EXERCISE.—In your dictionary find two pronunciations for *contrast*. Divide *variety* and *impatient* into syllables, and mark the accent in each. What effect do the prefixes *un* and *im* have upon the meaning of *worthy* and *patient*?

FIFTEENTH WEEK

offence	**dispatch**	**talent**	**instructor**
actually	**invent**	**response**	**annual**
column	**probably**	**automatic**	**bowl**
management	**comparison**	**accomplish**	**carriage**
horrible	**considerable**	**inspector**	**scholarship**

DICTATION.—

1. The instructor said that this offence should cease.
2. With the utmost dispatch he will gain control of the management of the carnival.

STUDY HELPS.—Look at the word *automatic* in this week's list. You have also had *republic*, *athletic*, and *music*. What letters give the *ik* sound in these words? You also know the words *pick*, *stick*, *chick*, and *sick*. What letters give the *ik* sound in these words? How many syllables are there in each word of the first group? How many are there in each of the latter? Is there a rule?

SIXTEENTH WEEK

compelled	**absolutely**	**recital**	**approval**
cushion	**reception**	**mature**	**French**
drama	**stationary**	**sanitary**	**vocal**
attendance	**via**	**curiously**	**humour**
interval	**welfare**	**feeble**	**urge**

SUPPLEMENTARY WORDS.—Write the names of the people of twelve different countries, as *French*, *Russian*.

STUDY HELPS.—Note the similar final sounds in *approval* and *feeble*. What other words in your new and review lists have this sound? Do the words end in *le* or *al*? The letters *ary* are the final letters of what two words in your list?

Review 4

SPECIAL MID-TERM REVIEW

1. At the fair his cattle were absolutely supreme in the class in which they were shown.

2. Probably he has had more experience in making collections of flowers than any other person here.

3 He will adjust the matter in order to secure the approval of the management.

4. We are planning to give a recital of sacred vocal music in the church in the near future.

5. One could see a quiet confidence in our hockey team as they went on the ice.

6. In appearance they looked like a strong and capable team.

7. The attendance at the game was large. The crowd gave our team a splendid reception.

8. At the beginning they adopted a wide variety of plays.

9. The goals secured justified this style of playing, for they won.

SEVENTEENTH WEEK

assurance	**practical**	**thereof**	**companies**
authority	**distribution**	**coupon**	**allowed**
definition	**demonstration**	**religious**	**barely**
durable	**concrete**	**equally**	**specimen**
defend	**certificate**	**extremely**	**arrangement**

DICTATION.—Write sentences using the following groups of words, one sentence for each group.

a specimen coupon assurance of his certificate
equally durable an extremely practical arrangement

WORD BUILDING.—State what changes were made in the following words to form the words in your new list. State the rule in each case.

assure	practice	arrange	distribute
allow	company	equal	bare

EIGHTEENTH WEEK

innocent	**absence**	**congratulate**	**fortunate**
bureau	**description**	**pressure**	**governor**
applicant	**disagreeable**	**premium**	**interfere**
confirm	**interview**	**considerably**	**strictly**
thereto	**desirable**	**imagination**	**adventure**

DICTATION.—In the absence of the governor, I shall confirm the appointment.

SUPPLEMENTARY WORDS.—Learn ten words which you have written recently in the *Personal Spelling List* section of your Spelling Notebook.

STUDY HELPS.—Find two words in your list which have three vowels together. When the words *innocent* and *applicant* are pronounced, the last three letters have similar sounds. What are the vowels?

NINETEENTH WEEK

acknowledge	**oversight**	**quantities**	**certified**
advertisement	**practically**	**introduction**	**customary**
immediate	**visible**	**additional**	**survey**
baggage	**extension**	**etc.**	**council**
mutual	**specially**	**possesses**	**cancel**

DICTATION.—

1. The council purchased for immediate delivery additional quantities of lumber, coal, cement, etc.
2. Will he acknowledge that he saw the advertisement in the newspapers?

DICTIONARY EXERCISE.—Write the word *advertisement* and mark its pronunciation.

STUDY HELPS.—*Etc.* stands for two Latin words, *et* meaning *and* and *cetera* meaning *the rest.* The words *visible*, *cancel*, and *council* have similar final sounds. Note carefully the final letters.

TWENTIETH WEEK

announce	**intimate**	**electrical**	**awkward**
chapel	**operated**	**coarse**	**authorized**
triumph	**immediately**	**civics**	**familiar**
ravine	**accurate**	**illustrate**	**diameter**
available	**lease**	**positive**	**appreciate**

DICTATION.—

1. He is very awkward in operating any electrical machinery with which he is not familiar.
2. I am authorized to announce that a lease on this ravine will be available immediately.

STUDY HELPS.—Notice the difference in the spelling of *similar* and *familiar*. Which of this week's words is most difficult for you?

TWENTY-FIRST WEEK

garbage	**individual**	**entry**	**assistance**
nevertheless	**calendar**	**exceptional**	**literary**
patent	**campaign**	**exhaust**	**theme**
autumn	**commission**	**profitable**	**thence**
personally	**transfer**	**sympathy**	**agricultural**

DICTATION.—Last year was a very exceptional one in the agricultural life of this part of the country. The farmers' crops were not profitable, and so they have received the sympathy and assistance of every individual here. A campaign was put on in the autumn to raise funds for their relief. It was very successful.

SUPPLEMENTARY WORDS.—Select from the *Personal Spelling List* section of your Spelling Notebook twelve words that you found in your history reading.

TWENTY-SECOND WEEK

treasury	**wretched**	**awfully**	**nephew**
advertised	**consequence**	**nickel**	**determine**
intelligent	**commence**	**stenographer**	**deputy**
convenient	**licence**	**character**	**blizzard**
disappointment	**corporation**	**epidemic**	**occasional**

DICTATION.—

1. My nephew issued to the corporation a licence to operate in this province.

2. It was a great disappointment to the boy to lose his nickel watch.

STUDY HELPS.—The letters *ph* in *nephew* have the sound of *f*. Look carefully at the last five letters in *licence*. Write all the words that have double consonants.

TWENTY-THIRD WEEK

ambitious	**employee**	**favourably**	**association**
surround	**admission**	**courteous**	**illustrated**
consequently	**bass**	**Christian**	**alley**
merely	**inst.**	**advisable**	**convenience**
merit	**journal**	**discuss**	**commissioner**

DICTATION.—Write sentences using the following groups of words. Write one sentence for each group.

an illustrated journal
favourably considered
the Christian religion
the eighteenth inst.

SPELLING GAME.—Choose sides. The pupils of each team write for five minutes all the words that they can remember which end in *al*, *le*, *il*, and *el*. The score is plus one for each word spelled correctly, and minus one for each spelled incorrectly.

TWENTY-FOURTH WEEK

magnificent	**opportunity**	**possibility**	**evidently**
amendment	**physical**	**hastily**	**pamphlet**
infer	**warrant**	**preliminary**	**suggestion**
unsatisfactory	**profession**	**data**	**gorgeous**
cordially	**professional**	**benefit**	**argument**

DICTATION.—

1. The preliminary suggestion was cordially received.
2. There is a possibility of securing a great deal of physical benefit from that game.

SUPPLEMENTARY WORDS.—Write ten words other than *physical* and *pamphlet* in which the letters *ph* have the sound of *f*.

STUDY HELPS.—To what rule is the spelling of *argument* an exception? Note that *data* is the plural form of *datum*.

TWENTY-FIFTH WEEK

Dominion of Canada		**Ottawa**
British Columbia	**B. C.**	**Victoria**
Alberta		**Edmonton**
Saskatchewan	**Sask.**	**Regina**
Manitoba	**Man.**	**Winnipeg**
Ontario	**Ont.**	**Toronto**
Quebec	**P. Q.**	**Quebec**
New Brunswick	**N. B.**	**Fredericton**
Nova Scotia	**N. S.**	**Halifax**
Prince Edward Island	**P.E.I.**	**Charlottetown**

DICTATION.—

1. The capital of the Dominion of Canada is ———.
2. I live in the province of ———. The capital of my province is ———.

TWENTY-SIXTH WEEK

Great Britain	**England**	**Scotland**
Ireland	**Wales**	**Irish Free State**
Australia	**New Zealand**	**India**
South Africa	**Newfoundland**	**British Empire**
Vancouver	**Montreal**	**Shawinigan Falls**
Saint John	**Boy Scouts**	**Red Cross**

League of Nations **Daughters of the Empire**

SUPPLEMENTARY WORDS.—Write the names of ten of the most important cities and towns in your province. Learn them for your test on Friday.

TWENTY-SEVENTH WEEK

disposal	**acceptance**	**breathe**	**senses**
preparation	**appetite**	**possession**	**administration**
engineering	**urgent**	**receipt**	**canvas**
disappear	**affection**	**efficient**	**associated**
continual	**Pres.**	**legislature**	**postpone**

DICTATION.—

1. The legislature placed the administration of the engineering work in efficient hands.
2. How many senses have we?

DICTIONARY EXERCISE.—Write both a synonym and an antonym for the following words from your new and review lists.

merit advisable disappear efficient affection

STUDY HELPS.—In what words of this week's list are there pairs of vowels, double vowels, or double consonants? Train yourself to note these in all your words.

TWENTY-EIGHTH WEEK

referring	**recommend**	**exhibition**	**commercial**
appreciated	**recommendation**	**gratitude**	**decent**
courtesy	**communicate**	**basis**	**cylinder**
unusually	**inconvenience**	**deem**	**enrolment**
operating	**analysis**	**catalogue**	**interrupted**

WORD BUILDING.—What effect did the prefixing of *in* have upon the meaning of *convenience*? Write six words; make two of them mean the opposite by prefixing *in* or *im*, two by prefixing *dis*, and two by prefixing *un*. Learn to spell these words.

STUDY HELPS.—Note the last three letters in *courtesy*, the last two letters in *analysis*, and the last four letters in *commercial*.

TWENTY-NINTH WEEK

annually	**surplus**	**naturally**	**testimony**
assign	**remittance**	**attorney**	**co-operate**
immense	**discussed**	**lading**	**tragedy**
sympathetic	**client**	**diploma**	**Prof.**
duplicate	**precisely**	**acquainted**	**beneficial**

DICTATION.—Write sentences using the following words. Write one sentence for each word.

co-operate client beneficial immense remittance

REVIEW EXERCISE.—Write all the abbreviations you have had this year, and tell for what each stands. Note that abbreviations are not used in formal writing.

STUDY HELPS.—Note the hyphen in *co-operate*. What was done with the last letter in the word *remit* when *ance* was added? What is the rule?

THIRTIETH WEEK

imitation	**associate**	**necessity**	**cancelled**
utilize	**scandal**	**conclusion**	**co-operation**
peeved	**apologize**	**correspondence**	**label**
correspond	**executive**	**ere**	**ridiculous**
community	**counsel**	**customer's**	**bulletin**

DICTATION.—He cancelled the bulletin as the co-operation in the community was very poor.

SUPPLEMENTARY WORDS.—Write ten words from the *Personal Spelling List* section of your Spelling Notebook. Learn them for your test on Friday.

DICTIONARY EXERCISE.—Using your dictionary, mark the pronunciation, including the accent, of the following words. Give a synonym of each also.

community **ridiculous** **co-operation** **counsel**

THIRTY-FIRST WEEK

judgment	**prominent**	**independent**	**capacity**
acquaintance	**theory**	**auditorium**	**bookkeeping**
grippe	**privilege**	**definite**	**recollect**
so-called	**physician**	**efficiency**	**museum**
specific	**extensive**	**sympathize**	**uncomfortable**

SUPPLEMENTARY WORDS.—Write the names of seven diseases in addition to *grippe*. Learn them for your test on Friday.

STUDY HELPS.—The word *bookkeeping* is made up of what two words? Note carefully the vowels in *privilege*. What are the last three letters? See Rule 2, Appendix II, page 80, for the spelling of *judgment*.

THIRTY-SECOND WEEK

temporary	**principle**	**committee**	**assignment**
temporarily	**assessment**	**remembrance**	**adjourned**
supplement	**adequate**	**representing**	**lieutenant**
prejudice	**unexpected**	**stationery**	**ult.**
restaurant	**unnecessary**	**successfully**	**cancellation**

DICTATION.—

1. The lieutenant wrote to the committee on his own stationery.
2. The prejudice against the principle of the assessment was quite unexpected.

STUDY HELPS.—This list contains the most difficult words that you have had. Watch carefully the pairs of vowels, and the double consonants and vowels.

SPELLING GAME.—Choose sides. Your teacher will select one or more of the previous lists for review and will dictate these after you have studied them. The side wins which has the most words correctly spelled.

THIRTY-THIRD WEEK

Review 5

1. The town council granted a licence to the circus.

2. His absence from business yesterday was evidently a necessity.

3. It was really a surprise to receive this remittance from my uncle.

4. The immediate result of my complaint was that additional seats were made available for the convenience of the women.

5. He gave a sympathetic hearing to my account of the tragedy.

THIRTY-FOURTH WEEK

Review 6

1. I cannot get my box of freight until I find the bill of lading.

2. Halifax is the capital of the province of Nova Scotia.

3. The young man with whose brother you are acquainted is referring the question to the editor of the journal for reply.

4. The Trustees' Association appreciated the assistance it received from its speakers.

5. His father is extremely pleased that John has secured his certificate.

THIRTY-FIFTH WEEK

Review 7

26 Maple St.,
Sydney, N.S.,
January 18, 1934.

Mr. S. W. Williams,
Baddeck, N.S.

Dear Mr. Williams,

I beg to acknowledge the receipt of your letter of the 15th inst. I note the excellent character of the work that your committee has done in preparation for the Agricultural Convention to be held in February. I wish to take this opportunity to congratulate you upon it. We appreciate your co-operation very much.

Last Wednesday a meeting of the Executive was held in my office. There was discussed a request from a seed company for permission to put some of their catalogues, bulletins, pamphlets, etc., on display. The decision made was to grant them this privilege, if suitable space is available. I should be glad if your committee would immediately give me definite advice as to whether this can be arranged.

The judgment of the Executive was that your committee acted wisely when it cancelled the arrangement to rent a second building. The capacity of the building you have secured will be quite adequate, and will, therefore, make the other unnecessary.

Yours cordially,

J. S. Webb.

THIRTY-SIXTH WEEK

Review 8

WORDS TO BE DISTINGUISHED

Fill the blanks in the following with the proper words, and learn to write the sentences.

grip **grippe**

1. She does not.....the stick tightly enough.
2. My niece was very sick with the.....

coarse **course**

3. Of....., we will be ready to go on Wednesday.
4. The sand from the river bank will be too.....

stationery **stationary**

5. The farmer bought a.....engine.
6. My mother uses.....of excellent quality for her correspondence.

base **bass**

7. The player had reached third.....
8. That gentleman has a very good.....voice.

principal **principle**

9. The business men of the town believe in the .....of co-operation.
10. She received a letter of sympathy from her former.....

THIRTY-SEVENTH WEEK

Review 9

Two words which are spelled alike sometimes have different meanings and different pronunciations. In many cases a word used as a verb has a pronunciation, especially an accent, differing from that of the same word used as a noun. Learn to read the following sentences correctly, and to write them from dictation.

1. The pupils are planning to *present* a suitable gift to their teacher before his departure. (pre sent′)

2. All the pupils were *present* on Tuesday. (pres′ent)

3. Our team registered a strong *protest* against his playing. (pro′test)

4. He will *protest* immediately against the decision of the board. (pro test′)

5. The player secured his *transfer* to another team. (trans′fer)

6. He will *transfer* your baggage for you from one station to the other. (trans fer′)

7. He threw all the *refuse* into the garbage can. (ref′ use)

8. The merchant will *refuse* to consider the offer. (re fuse′)

9. The committee reported *progress* with the undertaking. (prog′ ress)

10. The work on the bridge will *progress* more quickly now. (pro gress′)

11. His *conduct* was an example to the whole community. (con′ duct)

12. Did your brother *conduct* the orchestra at that concert? (con duct′)

GRADE EIGHT

TO THE TEACHER

The pupils have now reached the stage where they should be able and willing to accept most of the responsibility for their work in spelling. Care should be taken, however, that the exercises given from week to week are completed. The use of the dictionary should now have become a well-established habit. With a dictionary at hand no mistakes in spelling in any written work should be countenanced. The supplementary words suggested in the text are meant only for those pupils for whom the regular lists are not sufficient. Considerable importance should be attached to this phase of the work in Grade Eight. The pupils in this grade should be expected to record in their Spelling Notebooks a wide range of words to be learned as supplementary spellings. Continue to stress the necessity of certainty of one's ability to spell words correctly. Any hesitation or doubt means insufficient learning.

TO THE PUPIL

After having completed the work in spelling given in the earlier grades, you should now be able to carry on the work of Grade Eight with less assistance on the part of your teacher. You should be able to give yourself the preliminary test on Monday to find out the words which you cannot spell and will need to study during the week. Thus far you have learned to spell many of the common words. Take a pride in increasing your spelling vocabulary this year by learning the words for Grade Eight and other words which you meet in reading.

Use your Spelling Notebook in this connection. Train yourself in your study to note the parts of words which are alike, as in *fiction* and *function*. It is important, also, that you continue to increase the number of words which you are very certain you can spell correctly.

THE WORK FOR THE WEEK

Monday.—Pronounce distinctly each word in the list for the week. If you do not know the meaning of the word or how to pronounce it, look it up yourself in the dictionary. If you are uncertain after consulting the dictionary, your teacher will help you. Use each word in a sentence. Test yourself on the new words for the week to find out the words which you cannot spell, and will therefore need to study. You may test yourself in the following way. Look at the first four words just long enough to know what they are. Then write all four words. After they are written, compare with the book. Then look at the next four and do the same. Continue till you have tested yourself on all. Keep a list of the words which you cannot spell, and be prepared to show these to your teacher at any time.

Tuesday.—Read all the new words and all the review words for the week. Notice if any are derived words. If they are, note the change, if any, which was made in the root word when the prefix or the suffix was used. It is a good plan to write on your paper the derived words that had the spelling of their root words changed in forming them. Make constant use of the rules for spelling given in Appendix II to help you learn to spell these words. Study hard for a short time some of the words which you missed on Monday. Study also some of the words from the review list.

Wednesday.—Read carefully again all the new and the review words of the week and study a few more of the words which you missed on Monday. Study the dictation given in the week's assignment. Do all the exercises also. Your teacher will take these up with you from week to week.

Thursday.—Read all your words again as you did on Tuesday. Choose a partner and have him test you on the words in your *Personal Spelling List.* Test him on his also. When you have a word of this list correct for three successive weeks, you may mark it off. Continue your study as on Tuesday.

Friday.—Write all the new and review words from dictation. If you have shown that you are unable to mark accurately the misspelled words on this test, your teacher will mark these words. If, however, you have shown that you can mark them accurately, you may exchange your paper with another pupil, and mark the misspelled words as your teacher spells the words aloud. Keep a record of your score on your chart in your Spelling Notebook. Your teacher will keep a record also on the class graph. Try to have a perfect score each week.

Make certain that you follow each step in the method of learning to spell a word. Be sure you help yourself by making use of the suggestions given to you on Tuesday. If you have followed the directions included in the work of the previous grades, now that you are in Grade Eight you should know how you can best and most easily learn to spell.

HOW TO STUDY A WORD BY YOURSELF

1. Look at the word. Pronounce it distinctly to yourself. Think what the word means.
2. Train yourself to note the part of the word which you are not sure that you can spell correctly, and to pay particular attention to that part.
3. Practise seeing the word with your eyes closed.
4. Write the word from memory.
5. Look at the book to see if it is written correctly.
6. If it is not correct, repeat steps 2, 3, 4, and 5.

After you have studied four words of your list in this way, look at these words again, cover your book, and write all four. For any word missed, repeat step 6.

Review 1

Each mark in the blanks stands for a letter. Fill in the missing letters, and learn to write the sentences.

1. The anal - sis of the sentence in gramm - r makes its meaning clear to us.

2. It is not conven - ent for us to walk a - ross the park.

3. We heard that Mrs. Williams always shows very great c - - rtesy to the clerks when shop - ing.

4. It is advis - ble for the citizens of a country to co-operate in the administration of its gover - ment.

5. Person - lly, I was favour - bly disposed to a settlement on the basis which we discus - ed.

Review 2

1. The doctor is still making an occasional visit to the patient's home.

2. On behalf of his client the attorney requested an extension of time for the payment of his premium.

3. The Young Men's Christian Association is conducting a campaign for membership this week.

4. A commercial man keeps a calendar near his office desk.

5. There is a possibility that he may determine to duplicate this year what he did last year for the benefit of the hospital.

6. On his suggestion I included in the advertisement a full description of the lost child.

Review 3

382 Water Street,
Yarmouth, N.S.,
June 3, 1933.

Dear Mother,

Here it is near the close of my year at the Commercial School. With the pressure of a very heavy year's work, though, I have really not noticed the time pass. My final examinations for a stenographer's certificate take place next Wednesday. The bookkeeping test was given last Tuesday. You can imagine how busy and tired I am. I have not a minute to spare.

But, tired as I am, I am all excited too, for in two weeks' time I am to commence work in my new position. Was I not fortunate in securing it? I am to be the chief filing clerk and junior stenographer in a large Loan Corporation here. Practically forty per cent of the business of this corporation is through other companies.

My friend, Alice, has also secured a position. Now we are looking for a comfortable place in which to live. How I wish that you were here to help us furnish it! After having to do my shopping without you for a year, I have come to appreciate your excellent judgment in making purchases. What suggestions have you for us now? What colours shall we select for our rooms? What curtain materials shall we buy? What cooking equipment do we require? Could you not come down for a few days' visit, and help us get settled?

Give my love to everybody at home.

Lovingly,

Helen.

Thursday = Sept 15.

FIRST WEEK

cancel	**necessary**	**merely**	**Wednesday**
recommend	**draft**	**accordance**	**awfully**
description	**practically**	**sincerely**	**proposition**
assuring	**consequently**	**committee**	**considerable**
disappointed	**shipped**	**suggestion**	**especially**
whether	**immediately**	**oblige**	**commission**

STUDY HELPS.—This is a review list of some of the more difficult words of previous grades. You will also have Review 1 with this list of words. In studying these words, find out at once the part of the word that is most difficult for you and make sure that you can spell that part. Which of the words are you certain that you can spell now?

SECOND WEEK

alas	**document**	**motive**	**stretch**
constantly	**discouraged**	**initial**	**purchases**
whatsoever	**shadowed**	**creditors**	**allowing**
continually	**employment**	**opposed**	**construct**
puzzle	**gratifying**	**pertaining**	**convince**

DICTATION.—

1. The initial results of the election were very gratifying to me.
2. They are allowing ten per cent off on all purchases.

SUPPLEMENTARY WORDS.—Of what three smaller words is the word *whatsoever* made up? Write twenty compound words, and learn to spell them.

STUDY HELPS.—In this week's list find a word that has four consonants together. Notice carefully the spelling of the second syllable of *initial.*

THIRD WEEK

hitherto	**fund**	**angel**	**carbon**
hopeful	**dramatic**	**security**	**previously**
expectation	**caution**	**distinct**	**insisted**
artistic	**desert**	**incline**	**rejoice**
ignorance	**governed**	**exclusive**	**compensation**

STUDY HELPS.—In your new list find the following.
(*a*) A compound word.
(*b*) A word with *ation* as a suffix.
(*c*) A word in which occur two pairs of vowels.
(*d*) A word with a silent *e* in the middle.
(*e*) A word the antonym of which is *knowledge*.

FOURTH WEEK

adjusted	**image**	**resign**	**clipping**
defence	**civilized**	**pending**	**brutal**
consent	**pathetic**	**insert**	**greeting**
activity	**recognize**	**contemplate**	**decoration**
offset	**reputation**	**inclusive**	**various**

DICTATION.—Write sentences using the following groups of words. Write one sentence for each group.

pending the defence — a pathetic greeting
consent to resign — a reputation for activity

SUPPLEMENTARY WORDS.—More and more you will be taking over the responsibility of your work in spelling. This means not only that you may test yourself on Monday and mark your test papers on Friday, but that you, yourself, will provide most of the supplementary words throughout the grade. Study for this week the words which you have written thus far in the *Personal Spelling List* section of your Spelling Notebook.

FIFTH WEEK

regardless	**mysterious**	**accepting**	**removal**
freshman	**utterly**	**filed**	**lest**
graduation	**extraordinary**	**specify**	**chosen**
blossom	**allowance**	**costume**	**flatter**
communication	**historical**	**affectionate**	**earnestly**

DICTATION.—

1. She has just chosen her costume for graduation.
2. This freshman has an extraordinary historical knowledge.

DICTIONARY EXERCISE.—Note the pronunciation of *ex traor' di na ry*. Pronounce the word correctly for your teacher. With the help of your dictionary, show the pronunciation of *graduation* and *mysterious*.

SIXTH WEEK

trifle	**acknowledged**	**namely**	**engagement**
passion	**qualities**	**highway**	**patron**
illustration	**frightened**	**jobbers**	**reservation**
exceedingly	**distinction**	**political**	**federal**
contact	**inability**	**consumer**	**enclosing**

DICTATION.—

1. The exceedingly high qualities of the Indians of this reservation are acknowledged by all.
2. They have won distinction through their agricultural products.

WORD BUILDING.—Distinguish the final sounds in *trifle* and *federal*. Write ten other words that end thus in *le*, and ten that end in *al*.

STUDY HELPS.—Write the root word for each of the following.

frightened exceedingly inability reservation enclosing

SEVENTH WEEK

interior	**admirable**	**colony**	**especially**
furthermore	**hostess**	**offend**	**elevator**
atmosphere	**fixtures**	**inasmuch**	**dictate**
fiction	**experiment**	**expose**	**fabric**
indifferent	**awake**	**factor**	**affectionately**

DICTATION.—

1. Be especially careful not to offend your hostess.
2. Wages are an important factor in the cost of manufacturing any fabric.

SUPPLEMENTARY WORDS.—Write the names of eight different kinds of fabrics that people wear. Learn these for your test on Friday.

STUDY HELPS.—How many smaller words do you see in each of the following words: *especially*, *indifferent*, *inasmuch?* How do you spell the plural of *hostess?* Note the ending of *fabric.* Write five other words ending in *ic.*

EIGHTH WEEK

audience	**necessarily**	**involved**	**violent**
mend	**research**	**attacked**	**exposed**
amusement	**disposition**	**resolution**	**devote**
alter	**completion**	**indulge**	**delicate**
proportion	**memorandum**	**senate**	**accepted**

WORD BUILDING.—In your new and review lists for this week there occur the words *earnestly* and *necessarily.* These are adverbs. The corresponding adjectives are *earnest* and *necessary.* What is the rule for the adding of *ly* to each? Spell correctly the adverbial forms in *ly* of the following adjectives.

delicate **affectionate** **temporary** **violent** **hasty**

NINTH WEEK

murder	**eventually**	**developed**	**moral**
collected	**angle**	**slavery**	**commend**
revenue	**applying**	**impressed**	**virtue**
confident	**guardian**	**function**	**banking**
indifference	**circumstances**	**factories**	**progressive**

DICTATION.—

1. I felt confident in applying for the position.
2. Under those circumstances factories developed in new centres.

SUPPLEMENTARY WORDS.—Write ten words which you have found difficult in your mathematics, such as *angle* and *banking* in your list.

STUDY HELPS.—What word in the list of the Seventh Week looks most like *function?* Distinguish between *angel* and *angle.* Note the final pair of vowels in *revenue.*

TENTH WEEK

ancient	**perceive**	**enjoyable**	**reflect**
cloudy	**astonishing**	**critical**	**locally**
advertising	**requiring**	**manufacturer**	**construction**
creature	**increasing**	**contribute**	**universe**
convinced	**seconded**	**revise**	**consign**

DICTATION.—Write sentences using the following words. Write one sentence for each word.

ancient critical consign requiring manufacturer

DICTIONARY EXERCISE.—In your new or review lists for this week find words that are antonyms of the following words.

modern	asleep	decreasing	destruction
outside	truth	cloudless	please

SEVENTEENTH WEEK

twentieth	**pronounce**	**sidewalk**	**paradise**
independence	**twilight**	**tomatoes**	**moisture**
knitting	**revolutionary**	**occupant**	**whisper**
neighbouring	**tunnel**	**traveller**	**shepherd**
ragged	**prisoner**	**invention**	**walnut**

DICTATION.—

1. The traveller said that he thought that the telegraph was a very remarkable invention.
2. This is the twentieth year of their independence.

STUDY HELPS.—Write eight adjectives that end in *ary*, like *revolutionary*. Note the two *l*'s in *traveller*.

EIGHTEENTH WEEK

discharge	**apartment**	**regretting**	**composed**
announcement	**expenditures**	**admiration**	**thoroughly**
determined	**enable**	**propose**	**profound**
educational	**countries**	**proposal**	**revised**
establishment	**distinguished**	**eternal**	**confusion**

DICTATION.—

1. I am here to propose a revised educational programme thoroughly suited to the peoples' needs.
2. He is regretting now that the total expenditures on the building of the apartment were so high.

SUPPLEMENTARY WORDS.—You have learned that certain sounds are spelled by certain letters, and that changes are sometimes necessary in root words when prefixes and suffixes are used. You should, therefore, know fairly well how to spell words that you have not seen before. Your teacher will this week give you an exercise in sight spelling. He will dictate to you ten words that are new to you and that may be chosen from high school textbooks.

NINETEENTH WEEK

created	**practising**	**originally**	**crown**
dawn	**cultivate**	**departure**	**abroad**
conceive	**billing**	**discount**	**clause**
enjoyment	**duly**	**attain**	**recognized**
assortment	**distant**	**drill**	**premier**

DICTATION.—

1. Cultivate the habit of practising carefully.
2. The premier originally planned to go abroad in February.

STUDY HELPS.—Notice the difference between *practice* and *practise*. The former is the spelling when used as a noun; the latter when used as a verb. What is the root form of *duly?* Give two words that rhyme with *crown*.

TWENTIETH WEEK

acquire	**editions**	**resistance**	**sufficient**
annoyance	**economical**	**affidavit**	**purchasing**
ordinarily	**supervisor**	**elements**	**ally**
constitution	**divine**	**reckon**	**melancholy**
appreciation	**ballot**	**erecting**	**science**

SUPPLEMENTARY WORDS.—Write the names of all the subjects that you are now studying in school.

DICTIONARY EXERCISE.—In your list for this week find words which are synonyms of the following.

secure	calculate	building
enough	opposition	foretell

STUDY HELPS.—Study Review 4 as your review for this week. Look carefully at the first four letters of *acquire*. What letter always follows *q?*

TWENTY-FIRST WEEK

authorities	**debtor**	**exquisite**	**recommended**
adapted	**publicity**	**deceive**	**opportunities**
tremendous	**consigned**	**essay**	**responsibility**
victim	**assume**	**quoted**	**manufacturers**
vegetable	**granary**	**policies**	**indefinite**

DICTATION.—Write sentences using the following words.

consigned	exquisite	debtor
indefinite	granary	opportunities

SUPPLEMENTARY WORDS.—In addition to five words from your own *Personal Spelling List*, write and learn to spell the names of ten vegetables.

TWENTY-SECOND WEEK

artificial	**compliment**	**sufficiently**	**recognition**
standpoint	**desperate**	**disturb**	**refrigerator**
accrued	**conscience**	**enthusiastic**	**concerned**
incorporated	**literally**	**exceptionally**	**minor**
probability	**ceiling**	**descending**	**conference**

DICTATION.—As far as we are concerned, we believe that this refrigerator deserves recognition.

DICTIONARY EXERCISE.—Show the pronunciation of the following words by dividing them into syllables, marking the vowels and the accent. Try to discover a rule for dividing such words into syllables.

desperate	ceiling	disturb
standpoint	refrigerator	probability

STUDY HELPS.—Your words are becoming longer and of more syllables. Pronounce the words distinctly, and note the part of each word which is most difficult for you to spell. Write six words with *ei*, as in *ceiling*.

TWENTY-THIRD WEEK

bicycle	**fowl**	**disappeared**	**arouse**
celebration	**pursue**	**clothe**	**perfume**
summon	**absolute**	**acquired**	**adjourn**
meter	**wretch**	**exhausted**	**democratic**
esteemed	**assigned**	**cemetery**	**condemn**

DICTATION.—

1. Do not condemn democratic government until you have a real knowledge of it.
2. He rode to the cemetery on his bicycle.

SPELLING GAME.—Choose sides. By using prefixes or suffixes, or both, make new words of the following. That side wins which makes the greatest number of new words correctly spelled.

joy appear custom appoint equal stand

STUDY HELPS.—What word do the last five letters in *bicycle* make? What does it mean? What do you think that the prefix *bi* means? How many *e*'s are there in *cemetery?*

TWENTY-FOURTH WEEK

N.B.	**take notice**	**A.M. a.m.**	**forenoon**
Messrs.	**gentlemen**	**P.M. p.m.**	**afternoon**
St.	**Saint or Street**	**mdse.**	**merchandise**
Dr.	**doctor or debtor**	**Jr.**	**junior**
Supt.	**superintendent**	**Sr.**	**senior**
No.	**number**	**R.R.**	**rural route**
Dept.	**department**	**Bldg.**	**building**

M.L.A. Member of the Legislative Assembly
M.P. Member of Parliament
C.N.R. Canadian National Railways
C.P.R. Canadian Pacific Railway

TWENTY-FIFTH WEEK

ornament	**wreath**	**curiosity**	**horizon**
boundary	**mixture**	**breadth**	**envied**
furious	**industrious**	**challenge**	**gallery**
luxury	**mayor**	**umbrella**	**resemble**
patriot	**foreigner**	**invalid**	**criticize**

DICTATION.—Write sentences using the following groups of words. Write one sentence for each group.

an invalid election — envied the mayor
criticize his curiosity — industrious foreigner

SUPPLEMENTARY WORDS.—Write and learn to spell twelve different parts of an automobile. Use your dictionary, if necessary.

STUDY HELPS.—Pronounce *invalid* in two ways. What is the meaning of each word? Write down any word of your new or review list which you are not absolutely sure that you can spell correctly.

TWENTY-SIXTH WEEK

anticipate	**responsibilities**	**audit**	**infinite**
prosperous	**comparatively**	**preferred**	**absurd**
border	**anniversary**	**one's**	**filing**
vacancies	**warehouse**	**referred**	**excessive**
minimum	**galvanized**	**senator**	**instalment**

DICTATION.—

1. The advertisement referred to the buying of one's furniture on the instalment plan.
2. The senator did not anticipate the excessive responsibilities that came with his position.

STUDY HELPS.—The suffix *ed* was added to *prefer* and *refer* to form the words in your list. What is the rule with regard to the doubling of the final consonant?

TWENTY-SEVENTH WEEK

executed	**specification**	**effective**	**vocational**
patronage	**countenance**	**peculiar**	**billed**
company's	**encouragement**	**apparent**	**schedule**
guarantee	**characteristic**	**intellectual**	**conception**
inquiries	**announcements**	**continuous**	**vary**

DICTATION.—It is peculiar that we have received no inquiries concerning the company's new schedule of rates.

STUDY HELPS.—Find the following in this week's list.

(*a*) The plural of a noun ending in *ry*.
(*b*) Three words with five syllables each.
(*c*) A word with an ending as in *familiar*.
(*d*) A word having both a prefix and a suffix.

TWENTY-EIGHTH WEEK

competition	**resources**	**co-operative**	**transferred**
endeavour	**mechanical**	**subscribers**	**substantial**
amiable	**bonus**	**disappointed**	**activities**
criticism	**anniversaries**	**architect**	**career**
representation	**grateful**	**tempted**	**laboratory**

DICTATION.—

1. We were disappointed when the manager of the co-operative store was transferred to another city.
2. I am grateful to those who helped me in my career by their constructive criticism.

DICTIONARY EXERCISE.—Find words in your new list for this week which mean the opposite of the following words or groups of words.

competitive	without a feeling of thanks
praise	to get what you expect
unfriendly	insecurely built

TWENTY-NINTH WEEK

apologized	**approximately**	**consistent**	**apartments**
wrapped	**superintendent**	**ascertain**	**believing**
despair	**correspondent**	**tariff**	**philosophy**
incident	**indebtedness**	**anticipation**	**solicit**
incidentally	**occasionally**	**controversy**	**heretofore**

DICTATION.—Occasionally my correspondent wrapped up his parcels carelessly.

SUPPLEMENTARY WORDS.—Write twenty-five words which have in them *ie* or *ei*. Learn the rule given in Appendix II, page 81, regarding the order of these two letters, and remember the more common words which are exceptions to it.

STUDY HELPS.—Find four words in your new list that end in *ent*. What word of seven letters do you see in the middle of *correspondent?* Note all the double letters in your words.

THIRTIETH WEEK

accomplishment	**essential**	**compromise**	**accompanying**
representative	**compliance**	**descriptive**	**committed**
accommodate	**apparatus**	**criticisms**	**satisfactorily**
marvellous	**faculty**	**debit**	**mortgage**
eliminate	**technical**	**ledger**	**initiation**

DICTATION.—Write sentences using the following words.

mortgage	accommodate	essential
criticisms	representative	initiation

SUPPLEMENTARY WORDS.—Write the names of ten organizations, such as League of Nations Society, Rotary Club.

STUDY HELPS.—What is the silent consonant in *mortgage?* Note the double letters in *accommodate.*

THIRTY-FIRST WEEK

tendency	**rheumatism**	**appendicitis**	**status**
competent	**interpretation**	**enthusiasm**	**prior**
tournament	**accommodation**	**endorsements**	**equipped**
installation	**acknowledgment**	**confirmation**	**phase**
councillor	**embarrassment**	**conscientious**	**offended**

STUDY HELPS.—The spelling of *acknowledgment* is an exception to what rule? See Rule 2, Appendix II, page 80. Note carefully the double consonants in *councillor* and *embarrassment.*

Try to notice, in your reading, words which you have learned to spell in your lists from week to week. Try also to use them in your own writing and conversation.

THIRTY-SECOND WEEK

approximately	**principal**	**beginning**	**duly**
satisfactorily	**lose**	**surprise**	**schedule**
superintendent	**stopped**	**coming**	**definitely**
representative	**separate**	**referred**	**equipped**
transferred	**February**	**enclosing**	**prior**
originally	**speech**	**sufficient**	**essential**
thoroughly	**led**	**endeavour**	**criticism**
guarantee	**hoping**	**faculty**	**filing**
compliance	**receive**	**mortgage**	**believing**

STUDY HELPS.—The words in your last list are a review of some of the most difficult words that you have had in this and previous grades. Be sure that you know how to spell all of them.

SPELLING GAME.—Choose sides and captains. Each side will prepare a list of fifty words chosen from the last sixteen weeks' words. Using these words and some of your own selection, your teacher will help you to hold a spelling match.

THIRTY-THIRD WEEK

Review 5

1. The petition from the Indians for more seed grain was duly received by the Federal government.

2. He says that he spends all his leisure time practising the piano.

3. In compliance with the principal's request approximately fifty pupils were transferred to another school.

4. It is essential that the faculty of the college should be appointed immediately.

THIRTY-FOURTH WEEK

Review 6

Each mark in the blanks stands for a letter. Fill in the missing letters, and learn to write the sentences.

1. The factory was equip – ed with the most modern equi – ment.

2. There was suf – – cient ac – om – odation in the office for four book – eepers.

3. One's s - hedule should not be broken t – – frequently.

4. The s perintend – nt's work was above criti – ism.

5. The mor – gage will be due on Tu – sday.

6. Did you reco – nize her in the clothes that she was wearing?

THIRTY-FIFTH WEEK

Review 7

Night Letter Telegram

Shelburne, N.S., Jan. 15, 1934.

Mr. W. Smith,
Edmonton, Alberta.

Please make inquiries re specifications for new warehouse building in your city. Anticipate competition will be keen. Will send representative of our Company, if necessary. Endeavour to have information for us prior to my departure for West. Will guarantee work satisfactorily executed. Have referred your letter to the secretary.

James Jones.

MINUTES OF A MEETING

Minutes of a meeting of the Executive of the Literary Society, Feb. 5, 1934.

The meeting was called to order at 4.15 p.m. by the president. All were present except the vice-president.

The minutes of the meeting held on January 27 were read and approved.

Moved by Mary Smith, and seconded by Jim Lawson, that the printing of the tickets for the concert be left in the hands of a committee to be appointed by the chairman, and to have full authority to make all necessary arrangements in connection with their sale. Carried.

Moved by Tom Elson, and seconded by Mabel Scott, that the treasurer be authorized to spend an amount up to $25.00 for shoes and clothes for the poor family mentioned at a previous meeting. Carried.

The meeting then adjourned.

President:
Secretary:

GRADE NINE

TO THE TEACHER

Because of the fact that in some schools spelling does not come on the programme daily in Grade Nine, certain adjustments are necessary. An alternative plan of conducting the work is outlined. The main problems connected with the work in spelling for this grade, however, are not dissimilar to those of Grades Seven and Eight. The learning of new words, and incorporating these into the writing vocabulary of the pupils, should continue to be an important aim. The development of certainty of ability to spell words is also very essential. The dictionary should now be looked upon as a necessary aid for the pupil in his spelling in all written exercises. Motivate the work by the use of individual and class graphs.

TO THE PUPIL

If you remember how to spell all the words of this and previous grades, you will have mastered a sufficient number of words to meet most of your writing needs. You may find, however, that you need to use additional words which you cannot spell. By this time you should have formed the habit of looking up such words in the dictionary before writing them. The first five spelling lists this year are very common words which are frequently misspelled. Learn these thoroughly. Also pay particular attention to the contextual spelling. For Grade Nine an alternative plan of procedure is outlined for schools where spelling is not on the daily programme. Read the directions given on pages 53 and 54 and follow them carefully. The regular plan is given first. Then follows an alternative plan, which may be used by those classes which do not have spelling every day, but which, on the days when spelling is taught, usually devote more than fifteen minutes to it.

THE WORK FOR THE WEEK

Monday.—Pronounce distinctly each word in the list for the week. If you do not know the meaning of a word or how to pronounce it, look it up yourself in the dictionary. If you are uncertain after consulting the dictionary, your teacher will help you. Use each word in a sentence. Test yourself on the new words for the week to find out the words which you cannot spell, and will therefore need to study. You may test yourself in the following way. Look at the first four words just long enough to know what they are. Then write all four words. After they are written, compare with the book. Then look at the next four and do the same. Continue till you have tested yourself on all. Keep a list of the words which you cannot spell, and be prepared to show it to your teacher at any time.

Tuesday.—Read all the new words and all the review words for the week. Notice if any are derived words. If they are, note the change, if any, which was made in the root word when the prefix or the suffix was used. It is a good plan to write on your paper the derived words that had the spelling of their root word changed in forming them. Make constant use of the rules for spelling given in Appendix II to help you learn to spell these words. Study carefully for a short time some of the words which you missed on Monday. Study also some of the words from the review list.

Wednesday.—Read carefully again all the new and the review words of the week, and study a few more of the words which you missed on Monday. Your teacher will supervise your spelling exercises.

Thursday.—Read all your words again as you did on Tuesday. Choose a partner and have him test you on the words in your *Personal Spelling List*. Test him on his also. When you have a word of this list correct for three successive weeks, you may mark it off. Continue your study as on Tuesday.

Friday.—Write all the new and review words from dictation. If you have shown that you are unable to mark accurately the

misspelled words on this test, your teacher will mark them for you. If, however, you have shown that you can mark them accurately, you may exchange papers with another pupil, and mark the misspelled words as your teacher spells the words aloud. Keep a record in your Spelling Notebook of all the errors that you have made on the test given on Friday. Try to have a perfect score each week.

Make certain that you follow each step in the method of learning to spell a word. Be sure you help yourself by making use of the suggestions given to you on Tuesday. If you have followed the directions included in the work of the previous grades, now that you are in Grade Nine you should know how you can best and most easily learn to spell.

HOW TO STUDY A WORD BY YOURSELF

1. Look at the word. Pronounce it distinctly to yourself. Think what the word means.
2. Train yourself to note the part of the word which you are not sure you can spell correctly, and to pay particular attention to that part.
3. Practise seeing the word with your eyes closed.
4. Write the word from memory.
5. Look at the book to see if the word is written correctly.
6. If it is not correct, repeat steps 2, 3, 4, and 5.

After you have studied four words of your list in this way, look at these words again, cover your book, and write all four. For any word missed, repeat step 6.

AN ALTERNATIVE PLAN

Step 1.—At the beginning of the spelling period, you will test yourself, or choose a partner and test each other, on the words of the new list for the day.

Step 2.—By reference to the words in the book, mark all the words which you misspelled.

Step 3.—Read over carefully all the words of the lists, noting each word closely. Notice the changes, if any, which were made in the root word when the derived word was formed.

Step 4.—Study the words which you misspelled in the initial test. Train yourself to note the part of the word which is difficult for you. Study in accordance with the method of study set out on page 53.

Step 5.—Write all the new and the review words for the day at the teacher's dictation. Mark the misspelled words yourself, or exchange papers with another pupil and do so.

Review 1

1. They preferred to hold a conference so that there might be a free discussion of the whole matter.

2. This office will accommodate the company's executive at its regular monthly meetings.

3. The premier of Great Britain made an important announcement to the newspaper correspondents.

4. This would give us only the minimum space for the filing of our correspondence. We are grateful, however, for that.

5. They settled the affair quite satisfactorily.

Review 2

1. Heretofore, it was unnecessary to secure a medical certificate before becoming a member of the team; now, however, such a certificate is necessary.

2. Will you ascertain whether or not the regulation becomes effective on Wednesday?

3. I am enclosing a number of copies of the circular which I hope will be sufficient to meet all requirements.

4. Many courses in science are essential in preparing for the profession of engineering.

5. Originally, I came from Fredericton, New Brunswick, but I have been living in Nova Scotia for many years.

Review 3

Antigonish, N.S., March 19, 1934.

To the Manager,
The Sterling Insurance Corporation,
Antigonish, N.S.

Dear Sir,

In a recent issue of the local paper I noticed your advertisement for a young man to assist in general office work. I should like to submit my application for this position, along with references and a statement of my qualifications.

My age is now eighteen years. Last summer I graduated from our high school with a Grade Eleven diploma. Since graduation I have been taking special business courses in the evenings in the Commercial College here. My ambition has always been to pursue a business career, but I believed that at least a secondary education was a necessity, as it would be of definite assistance in many circumstances. Since last September I have been on the permanent staff in my uncle's company, and have been doing a type of work similar, I believe, to that which you require. I may state, also, that I enjoy excellent health.

I would refer you to the enclosed letters of recommendation, one from my uncle, the President and Manager of the Southern Trust and Loan Company, with headquarters here, and also one from the principal of our school.

I hope that you will consider my application favourably, as the opportunities of insurance as a permanent field of work appeal to me strongly.

Yours very respectfully,

John Lang.

FIRST WEEK

crowd	**through**	**knew**	**guess**
committee	**until**	**led**	**having**
write	**decide**	**our**	**loose**
always	**speech**	**before**	**know**
heard	**woman**	**among**	**making**

DICTATION.—Write sentences using the following words. Write one sentence for each word.

committee	loose	speech	until
led	guess	always	decide

SUPPLEMENTARY WORDS.—

hinder	**subordinate**	**despise**	**imitate**

STUDY HELPS.—The lists for this week and the next four weeks are composed of words from the previous grades which are of most frequent use in writing, and, at the same time, most frequently misspelled. Study most those which you find hardest.

SECOND WEEK

since	**sure**	**laid**	**where**
choose	**often**	**stopped**	**colour**
hear	**whole**	**to**	**their**
lose	**business**	**believe**	**minute**
does	**been**	**whose**	**beginning**

SUPPLEMENTARY WORDS.—

notation	**accountant**	**vegetation**	**alternate**

STUDY HELPS.—What two words in your list for this week doubled the final consonant of the root word when a suffix was added? Can you find a word that rhymes with *whose*? Note the silent *t* in *often*. Pronounce *business* correctly.

THIRD WEEK

around	**hoping**	**blue**	**none**
field	**quite**	**coming**	**says**
there	**writing**	**breakfast**	**already**
especially	**busy**	**oblige**	**thought**
piece	**tonight**	**wear**	**receive**

STUDY HELPS.—What is the rule for the order of the *ei* in *receive* and the *ie* in *piece?* What two words in your list for this week dropped the final *e* from their root forms when the suffix *ing* was added?

REVIEW EXERCISE.—Your review for this week is the letter in Review 3. This contains a large number of the most difficult words of Grade Eight and earlier grades. Be sure that you can write the letter without a misspelled word.

FOURTH WEEK

clothes	**answer**	**experience**	**immediately**
were	**principal**	**February**	**meant**
different	**across**	**straight**	**forty**
too	**doctor**	**just**	**easily**
met	**women**	**Wednesday**	**surprise**

DICTATION.—Write sentences using the following words. Write one sentence for each word.

principal February surprise Wednesday across

SUPPLEMENTARY WORDS.—

curriculum **specialize** **conceal** **demonstrate**

STUDY HELPS.—Find in your new and review lists for this week the five words about the spelling of which you feel the least sure. Write them down and note the parts that give you the greatest difficulty.

FIFTH WEEK

here	planning	took	trouble
though	Tuesday	enough	raise
really	again	which	tired
break	seems	quiet	truly
whether	disappointed	known	separate

DICTATION.—

1. He was really disappointed because he had been planning to leave on Tuesday.
2. The farmer was considering whether he should put the two kinds of potatoes into separate boxes.

SUPPLEMENTARY WORDS.—

cultivation	banana	economics	coupé

SIXTH WEEK

access	camera	temptation	providence
legislation	conductor	fifteenth	collateral
abuse	generation	identify	conform
tobacco	reverence	tracer	congenial
misfortune	naughty	postscript	coincidence

DICTATION.—Write sentences using the following groups of words. Write one sentence for each group.

the conductor's tobacco	to identify my camera
to send a tracer	the fifteenth of the month

WORD BUILDING.—Many of the prefixes which we see in words have come into the English language from the Latin. Many of these were Latin prepositions. We may note two of these prefixes in our list. They are *con* (other forms are *co*, *cog*, *col*, *com*, *cor*), meaning *together*, and *post*, meaning *after*. In your new list find words with these prefixes. Give the meanings of the words.

SEVENTH WEEK

emergency	**contempt**	**dense**	**dispute**
consumption	**formally**	**nursery**	**republican**
noisy	**muslin**	**diet**	**expire**
algebra	**chimney**	**finance**	**drown**
workmanship	**sober**	**trustee**	**publishers**

DICTATION.—Write sentences using the following groups of words. Write one sentence for each group.

to finance the publishers
an emergency meeting of the trustees
contempt for the dispute
excellent workmanship

SUPPLEMENTARY WORDS.—Select ten words which occur frequently in your school subjects, and which you ought to know how to spell. Select five from algebra, and five from another subject. Learn them.

EIGHTH WEEK

janitor	**likeness**	**penalty**	**exposition**
flies	**dean**	**dependent**	**female**
delinquent	**asset**	**hickory**	**measurement**
scarf	**typhoid**	**incapable**	**congratulation**
bacon	**assumed**	**campus**	**fasten**

SUPPLEMENTARY WORDS.—

assemble **commencement** **geometry** **judging**

WORD BUILDING.—When *in* is prefixed to *capable*, what change does it make in the meaning of the word?

STUDY HELPS.—The two letters *ph* in *typhoid* have the same sound as what single letter? Write six other words in which the letters *ph* have this same sound. Look up in your dictionary the pronunciation of *delinquent*. Note carefully the last three letters in *dependent*, and the last four letters in *incapable*.

NINTH WEEK

plague	**overalls**	**prime**	**nationality**
logical	**internal**	**majesty**	**naval**
translation	**restore**	**soliciting**	**advocate**
notwithstanding	**fatigue**	**dues**	**confer**
declaration	**fatal**	**biscuit**	**plane**

DICTATION.—

1. The treasurer of the society is now soliciting the payment of the dues.
2. The most powerful nations may make a declaration in favour of a holiday in naval building.

DICTIONARY EXERCISE.—Of what three words is *notwithstanding* made up? Divide this word into syllables. Divide the following words into their syllables: *grandson, heretofore, standpoint, moonlight.* Note Rule 4, Appendix III, page 83.

TENTH WEEK

muscle	**inventory**	**landscape**	**logic**
radiator	**suspicious**	**seemingly**	**revision**
threaten	**dependable**	**policeman**	**comedy**
budget	**liquor**	**altitude**	**preparatory**
mislaid	**honeymoon**	**concentrate**	**refined**

SUPPLEMENTARY WORDS.—

reign	**musician**	**stubborn**	**cigarette**

WORD BUILDING.—Notice the prefix *mis* in *mislaid.* This prefix adds the idea or meaning of *mistaken* or *wrong.* To *misspell* a word is to spell it in the *wrong* way. To *mislay* an article is to lay it in a *wrong* place. Write six other words with the prefix *mis.*

DICTIONARY EXERCISE.—Divide into syllables and mark the accents of the following words: *concentrate, suspicious, preparatory.*

ELEVENTH WEEK

seventy-five	**resume**	**narrative**	**miner**
consolation	**dreary**	**effectively**	**nomination**
chemical	**bacteria**	**ashore**	**memorial**
irrigation	**bathe**	**pitcher**	**maturity**
preside	**troops**	**steak**	**separator**

SUPPLEMENTARY WORDS.—

ladies'	**grading**	**fortunately**	**uncivilized**

WORD BUILDING.—Note the suffix *ity* of the word *maturity*. From what root is this word derived? What part of speech is it? Many nouns are derived from adjectives by making them end with the suffixes *ity* or *ty*. These suffixes usually give the meaning of *having the quality of*. *Maturity* means *having the quality of being mature*. Find at least ten words in the Grade Eight lists of words that end in *ity*, like *security* and *activity*. Tell from what words they are derived.

TWELFTH WEEK

scribble	**repairing**	**consultation**	**priest**
hustle	**flannel**	**embroidered**	**maturing**
lettuce	**offensive**	**possibilities**	**traitor**
volunteer	**stir**	**saddest**	**raving**
mortal	**peril**	**novel**	**oyster**

DICTATION.—Write sentences using the following words. Write one sentence for each word.

offensive embroidered volunteer maturing mortal

STUDY HELPS.—Are you following carefully the methods of learning to spell a word? If you have difficulty with learning to spell, you are probably not studying your words by the best method.

THIRTEENTH WEEK

instructive	**buried**	**enforcement**	**hostile**
guaranteed	**cartoon**	**complimentary**	**burial**
aggravate	**financing**	**promptness**	**omitting**
municipal	**crocheting**	**deliberate**	**misery**
alfalfa	**varied**	**refrain**	**strengthen**

WORD BUILDING.—What is the root word from which *promptness* is derived? What part of speech is it? The adverbial form of this word is written by adding the suffix *ly*. The suffix *ness* means *quality* or *state of*. *Promptness*, then, means *having the quality of being prompt*. The following are adjectives. Form adverbs and nouns from them by adding *ly* and *ness* respectively and spelling the words correctly.

vast	worthy	awkward	awful

FOURTEENTH WEEK

proving	**messenger**	**lovable**	**elaborate**
confidential	**tract**	**fin**	**regarded**
accord	**herein**	**fragrance**	**contribution**
icy	**perpetual**	**monkey**	**scissors**
prosperity	**quarterly**	**relatively**	**advancement**

DICTATION.—

1. The messenger brought a confidential note which was regarded as of the utmost importance.
2. Perpetual prosperity is a dream that has not as yet been realized.

SUPPLEMENTARY WORDS.—

aviation	**static**	**puncture**	**deferred**

STUDY HELPS.—Note the suffix *ity* in *prosperity*. What meaning does the suffix denote? Note carefully the spelling of *scissors*.

FIFTEENTH WEEK

carelessness	**yoke**	**busiest**	**asparagus**
immigration	**delicacy**	**enclosure**	**dining**
crisis	**existing**	**by-laws**	**prevailing**
Negroes	**unlikely**	**succession**	**treating**
disaster	**sources**	**writhing**	**tomato**

DICTATION.—Write sentences using the following groups of words. Write one sentence for each group.

the existing crisis
the prevailing system of immigration
a succession of by-laws
carelessness brought disaster

STUDY HELPS.—Notice the double letters in *succession*. When you spell a word, say every letter in it, as *s u c c e s s i o n*. What is the sound of the last two letters of *asparagus*?

SIXTEENTH WEEK

tedious	**stepping**	**obscure**	**parliament**
mosquito	**formula**	**copied**	**proceeded**
excursion	**imperial**	**alteration**	**semester**
grieve	**divorce**	**glimpse**	**prescription**
minority	**wiring**	**surgery**	**ruling**

DICTATION.—

1. I fear that they will misunderstand the alteration in the formula.
2. A minority of the members of parliament are opposed to his imperial ambitions.

DICTIONARY EXERCISE.—Write the plurals of the following words.

crisis minority tomato mosquito formula

Write antonyms of the following words.

obscure minority misunderstand grieve aggravate

Review 4

SPECIAL MID-TERM REVIEW

1. The little girl was disappointed because she could have only one biscuit.

2. They were soliciting subscriptions for the journals of a Montreal publisher.

3. The young delinquent would not conform to the by-laws of the town.

4. Here is the busiest messenger in the employment of the local telegraph company.

5. While I was crocheting a scarf, Mother embroidered a centre piece.

6. Spell the final sound in the following three words: suspic - - - -, lett - - -, and asparag - -.

7. Because I mislaid my scissors, I cannot mend my clothes till Mother's return.

8. The doctor was tired and disappointed, and immediately went across the street to his home.

9. We all thought that he could manage the separator, but it stopped running in less than forty minutes.

SEVENTEENTH WEEK

tenor	**vocabulary**	**labouring**	**gingham**
advises	**mirror**	**swamped**	**vague**
negligence	**singular**	**medal**	**hinder**
forbid	**explosion**	**continuing**	**abundant**
editorial	**difficulties**	**righteous**	**successor**

DICTATION.—Write sentences using the following words. Write one sentence for each word.

gingham righteous editorial successor

WORD BUILDING.—The suffixes *ance* and *ence* denote the *state* or *quality* or *act of being*. The noun *abundance* denotes the *state of being abundant*; the noun *negligence*, the *quality* or *act of being negligent*. The adjectives corresponding to these nouns have the suffix *ant* or *ent*. Find five adjectives ending with these suffixes, and write their noun forms correctly when they end with *ance* or *ence*.

EIGHTEENTH WEEK

pocketbook	**trimming**	**novelty**	**omission**
mercantile	**kodak**	**critic**	**ambassador**
chemistry	**gratefully**	**decidedly**	**hustling**
comprehension	**attribute**	**bachelor**	**abandon**
charitable	**owns**	**mattress**	**intermediate**

SUPPLEMENTARY WORDS.—

contractor **pantry** **suppress** **irregular**

DICTIONARY EXERCISE.—Divide the following words into syllables. Mark their pronunciation, including accent, and write their meanings. You will find Appendix III helpful in dividing these words into syllables.

mercantile critic ambassador omission charitable

NINETEENTH WEEK

pioneer	**witnesses**	**tenant**	**secondary**
ringing	**loyalty**	**mansion**	**pressed**
damaged	**exclusively**	**plaster**	**occupation**
patriotic	**agencies**	**cathedral**	**alphabet**
typical	**interruption**	**serial**	**emphasize**

DICTATION.—

1. At their mansion you could clearly hear the bells of the cathedral ringing.
2. The pioneers emphasized the fact of their loyalty, and maintained that none was more patriotic than they.

STUDY HELPS.—In your new list find the following.

(*a*) Two words in which the letters *ph* have the sound of *f*.

(*b*) The plural form of a word of which the singular ends in *y*.

(*c*) Three words, each having two vowels together, but each vowel in a different syllable.

REVIEW EXERCISE.—Your review for this week is Review 4.

TWENTIETH WEEK

culture	**dialogue**	**gospel**	**temperance**
calamity	**people's**	**librarian**	**reasonably**
qualification	**salaries**	**tact**	**maintenance**
incurred	**airplane**	**electricity**	**administrator**
postponed	**Latin**	**toothache**	**situated**

SUPPLEMENTARY WORDS.—The suffixes *ian* in *librarian* and *or* in *administrator* have the meaning of *one who does* or *has to do with something*. Other suffixes with the same meaning are *er*, *ist*, *eur*, *ier*, and *eer*. Write three words ending with each of these suffixes.

TWENTY-FIRST WEEK

mileage	**scientific**	**typewriting**	**weaken**
sandwich	**exists**	**socialist**	**released**
partially	**mutually**	**southwestern**	**alcohol**
circuit	**squeeze**	**undecided**	**raisin**
notifying	**persist**	**indignant**	**mahogany**

DICTATION.—Write sentences using the following groups of words. Write one sentence for each group.

indignant at the negligence
a medal for typewriting
undecided concerning a successor
a mirror with a mahogany frame

DICTIONARY EXERCISE.—Divide the following words into syllables and mark their accents. See Appendix III, page 83, for syllabication.

scientific alcohol raisin persist mileage weaken

TWENTY-SECOND WEEK

external	**devotion**	**berth**	**consolidated**
champion	**compound**	**dismiss**	**sentimental**
regretted	**trimmed**	**stolen**	**surrender**
aggressive	**financial**	**feminine**	**expedition**
sirloin	**usefulness**	**squirrels**	**overwhelmed**

DICTATION.—Write sentences using the following words. Write one sentence for each word.

consolidated aggressive financial berth devotion

DICTIONARY EXERCISE.—Write antonyms of *external*, *aggressive*, *compound*. Notice the two suffixes in *usefulness*. The suffix *ful* means *full of* or *abounding in*. *Useful*, then, means *full of* or *abounding in use*. The suffix *ness* means *quality* or *state of*. *Usefulness*, then, means *the quality* or *state of being useful*.

TWENTY-THIRD WEEK

souls	**generosity**	**precedent**	**seized**
veil	**police**	**quartet**	**shorthand**
recipe	**Spanish**	**rating**	**equivalent**
fore	**specialty**	**concession**	**amateur**
suite	**rebellion**	**colonel**	**calculation**

SUPPLEMENTARY WORDS.—

tonnage	**sovereign**	**eligible**	**unnecessarily**

WORD BUILDING.—Explain clearly the meaning of the prefix *con* in *concession*; of the suffix *ity* in *generosity*, of *ty* in *specialty*, and of *ent* in *equivalent*.

STUDY HELPS.—How many syllables are there in *specialty*? Pronounce it with care. It is often mispronounced. *Colonel* is not spelled as it is pronounced. Learn this word carefully.

TWENTY-FOURTH WEEK

utility	**bookkeeper**	**appreciating**	**fundamental**
substituted	**expiration**	**snowstorm**	**expansion**
scenes	**introductory**	**materially**	**peculiarities**
warranted	**vigorous**	**rarely**	**laughter**
parallel	**discipline**	**exaggerate**	**immensely**

DICTATION.—

1. This bookkeeper has peculiarities which are rarely met.
2. The recent expansion of the activities of the company was warranted by the conditions.

STUDY HELPS.—Note the sound of *f* in *laughter*. *Parallel* will require your careful study. How many *a*'s and how many *l*'s are there in *parallel*? What are the two initial consonants in *scenes*?

TWENTY-FIFTH WEEK

elementary	**aerial**	**financially**	**recommending**
conquer	**festival**	**permitted**	**commendation**
obvious	**portrait**	**twelfth**	**simplicity**
deemed	**melons**	**physiology**	**commodity**
achievement	**bouquet**	**approximate**	**foliage**

DICTATION.—Write sentences using the following groups of words. Write one sentence for each group.

elementary physiology
to approximate their achievement
bouquet for the festival
financially sound

DICTIONARY EXERCISE.—Write the following words, divide them into syllables, and mark their pronunciation.

aerial foliage bouquet obvious physiology

STUDY HELPS.—Find a word in your new list that has four consonants together. Find two words that have *ia* together, and two that have *io* together. Pronounce them distinctly.

TWENTY-SIXTH WEEK

picturesque	**fraternity**	**routing**	**appropriate**
totally	**voucher**	**scarcity**	**alliance**
primarily	**shocked**	**accumulate**	**propaganda**
reverend	**academy**	**panel**	**suspicion**
alumni	**siege**	**prohibition**	**aisle**

SUPPLEMENTARY WORDS.—

subsequent **absorbed** **competitor** **disadvantage**

DICTIONARY EXERCISE.—The suffix *ion* is very frequently used. It means *the act of* or *the condition of*. *Prohibition* means *the act of prohibiting*; *suspicion* means *the condition of being suspicious*. Write ten other words that have the suffix *ion*.

TWENTY-SEVENTH WEEK

facilities	**principalship**	**chaperon**	**high school**
facilitate	**roommate**	**X-ray**	**statistics**
itemized	**delegates**	**carburetor**	**aluminum**
forfeit	**politician**	**inferred**	**yacht**
spirits	**requisition**	**emphasis**	**masquerade**

DICTATION.—

1. He resigned the principalship of our high school.
2. The politician inferred from my words that I was going to forward him an itemized statement of what the requisition contained.

SUPPLEMENTARY WORDS.—

tonsils	**architecture**	**cabbage**	**sphere**

STUDY HELPS.—Distinguish carefully between *facilities* and *facilitate*. What does each word mean? What word in your new list do you find most difficult to learn to spell? What part of the word gives you the greatest trouble?

TWENTY-EIGHTH WEEK

initiate	**opportune**	**ultimo**	**transferring**
sandwiches	**rhubarb**	**fascinate**	**advantageous**
canvass	**sincerity**	**collision**	**extravagant**
dessert	**statutes**	**malice**	**inconvenienced**
committees	**staid**	**receipted**	**fraternally**

DICTATION.—Write sentences using the following words. Write one sentence for each word.

canvass dessert initiate malice fraternally

WORD BUILDING.—Many verbs end with the suffix *ate*, as *initiate* and *fascinate* in your list. Nouns are formed from most of these verbs by dropping the silent **e** and adding the suffix *ion*, as *initiation* and *fascination*.

TWENTY-NINTH WEEK

nuisance	**commit**	**dimensions**	**feasible**
hosiery	**analyse**	**nowadays**	**chauffeur**
subtle	**colonial**	**philosopher**	**respectively**
leased	**negotiate**	**carpenter**	**tuberculosis**
corps	**ice-cream**	**fascinating**	**permanently**

DICTATION.—

1. That house is of colonial type. The carpenter has just measured its dimensions.
2. The philosopher makes many subtle distinctions in his thinking.

SUPPLEMENTARY WORDS.—

thumb	**souvenir**	**attract**	**corresponding**

WORD BUILDING.—Explain the meanings of the suffixes in the following words: *chauffeur*, *philosopher*, *dimension*, *feasible*, *colonial*, *carpenter*.

THIRTIETH WEEK

estimation	**bonuses**	**horseback**	**pneumonia**
candidacy	**annum**	**penitentiary**	**unanimous**
psychology	**solemn**	**indefinitely**	**miscellaneous**
toleration	**adieu**	**fraternities**	**determination**
procedure	**dormitory**	**calculated**	**specifically**

DICTATION.—Write sentences using the following groups of words. Write one sentence for each group.

miscellaneous articles
two bonuses per annum
specifically aiding his candidacy

STUDY HELPS.—Note carefully the first three letters in *psychology*, the silent initial letter in *pneumonia*, and the first seven letters in *miscellaneous*. Are you sure that you can spell every word in your new and review lists? Give special attention to the parts that are difficult for you.

THIRTY-FIRST WEEK

Review 5

1. The beautiful cathedral is situated on a high hill overlooking the university buildings.

2. Both the radiator and the carburetor of his automobile were being repaired in the garage.

3. The students in this high school study Latin, French, mathematics, chemistry, and physiology, as well as other subjects.

4. The librarian incurred considerable additional expense by purchasing extra sets of some expensive scientific books.

5. I wish to emphasize particularly the immensely varied opportunities there are in this country.

THIRTY-SECOND WEEK

Review 6

Each mark in the blanks stands for a letter. Fill in the missing letters and learn to write the sentences.

1. He hurt his thum - when cutting the r - ubarb.

2. The sin - erity of the com - it - ee - action was never dou - ted.

3. There is an abund - nce of vegetation in that country. The fol - age on the trees is very thick.

4. A sale of ladie - hos - ery is advertised by the departmental store to take place on We - n - sday.

5. In their professional pra - tice doctors treat cases of pn - umonia and tuberculos - - .

6. This is the twel - th a - rial that he has erected for his neighbours.

THIRTY-THIRD WEEK

Review 7

Pictou, N.S., Jan. 30, 1934.

Jas. R. Smith, Esq.,
President, The Smith-Howard Paint Company,
New Glasgow, N.S.

Dear Sir,

I wish to acknowledge the receipt of your letter of the 28th. inst. in regard to Miss C. M. Wilson, and to state that it affords me very great pleasure to write on her behalf.

Miss Wilson has been in the employ of our company during the past six years. She commenced as junior stenographer, spending the first three months filing correspondence. We very soon gave her more responsible tasks, however. She did whatever was assigned her so quickly and thoroughly that we marked her from the beginning as a young lady who would rise as rapidly as the opportunities might present themselves. Within three years she had advanced to the position of assistant to the manager.

We regret very keenly that for domestic reasons Miss Wilson finds that she must leave the town, and, hence, our employ. She has been most efficient and courteous at all times. I can state, and do so with no reservation, that in my experience I have never met any lady employee whose qualifications should guarantee you more complete satisfaction in the capacity of private secretary than those of Miss Wilson. She is absolutely reliable, and is equipped in intellectual and executive ability, as well as in skill, to fill successfully a difficult position. I would recommend her to you most heartily.

Yours very truly,
W. M. Johnson.

THIRTY-FOURTH WEEK

Review 8

Some of the words in italics are spelled alike but are different in pronunciation and meaning. Learn to read the sentences, and to write them from dictation.

1. The *invalid* enjoyed the sunshine today. (in'-valid)

2. Two of the speaker's arguments were quite *invalid*. (inval'id)

3. She wrote a very good *essay*. (es'say)

4. The driver will *essay* a greater speed than ever before. (es say')

5. The *perfume* could be smelled through all the room. (per'fume)

6. Ladies often *perfume* their clothes. (per fume')

7. The carpenter took the *contract* to build the elevator. (con'tract)

8. The steel rails *contract* when it is cold. (contract')

9. He would not *desert* his friend. (de sert')

10. Camels are used in the *desert*. (des'ert)

THIRTY-FIFTH WEEK

Review 9*

WORDS TO BE DISTINGUISHED

Fill the blanks in the following with the proper words, and learn to write the sentences.

council **counsel**

1. He sought the best ..... on the matter that he could find.

2. The members of the city ..... made some important decisions at last night's meeting.

loan **lone**

3. The organization will make him a ....., if you recommend it.

4. A ..... star was visible in the sky.

canvas **canvass**

5. He spread a piece of ..... on the ground.

6. By means of a thorough ..... of the city, we received many contributions to our fund.

miner **minor**

7. While he is a ....., he does not have a vote.

8. The ..... works underground many hours at a time.

berth **birth**

9. What is the date of your .....?

10. My father took a lower ..... on the train.

*This review may be taken with Review 8, if desired.

SUPPLEMENTARY WORDS

GRADE SEVEN

badge	canary	admitted	coax
erect	faithful	homestead	negro
issuing	lantern	odour	umpire
prison	savage	tablet	cannon
amend	deduct	blacksmith	grizzly
evident	fright	gutter	discontinued
thirsty	vessel	zone	acknowledging
bullet	displayed	content	hatchet
wealthy	travelled	swamp	resort
pistol	orphan	mineral	tangle
apricot	closet	burglar	deposited
horrid	explore	livery	pierce
retreat	squash	target	weave
assisted	bruise	taxed	complying
engaged	procured	scratched	thistle
confirming	authorize	thunder	whipping
topic	submitting	timid	whistle
convent	drawer	punish	copper
turnip	nursing	willow	correspondent
turtle	cunning	mistress	hazel

GRADE EIGHT

cheque	attorney	locket	governing
naturalized	project	barrister	debenture
solicitor	erected	faculties	seize
inquiring	frighten	adjoining	cucumber
ostrich	sauce	affected	changeable
elephant	behave	cistern	fastened
wither	sprinkling	rebel	conquered

exempt	ammunition	endeavouring	trousers
decorator	installed	molasses	skeleton
wharf	contemplating	approaches	criminal
errand	interim	phonograph	ratepayer
statue	crochet	diphtheria	fertile
irrigate	astonish	detective	rescue
exceeding	discussion	florist	municipality
revolver	taxation	workman	scholar

GRADE NINE

veranda	carbohydrate	lisle	locomotive
deficit	consul	dynamo	celluloid
stucco	lathe	mechanism	bituminous
halter	barometer	chamois	lignite
solder	ammonia	cretonne	anthracite
quarantine	currency	periodical	velocity
alkali	pliers	capitalist	electrician
veneer	incubator	etching	cutlery
tapioca	sterilize	embargo	boulevard
insolvent	residential	insulation	turpentine
vehicle	buoyant	acreage	cinnamon
protein	contagious	menagerie	appropriation
magnetic	asbestos	depreciation	perennial
etiquette	antiseptic	pharmacy	distributor
microphone	masonry	mortise	fungicide

APPENDIX I

HOW WORDS ARE FORMED

Vowels and consonants.—The twenty-six letters of the alphabet consist of vowels and consonants. The vowels are *a*, *e*, *i*, *o*, and *u*. The other letters, with the exception of *y*, are consonants. *Y* is a consonant only when it is the first letter of a word. It is a vowel whenever it occurs anywhere else. In the word "my" *y* is a vowel; in the word "yonder" it is a consonant.

Words consist of one or more syllables. In words of one syllable there is at least one vowel: s*e*nd, gr*ou*nd, b*oa*t.

In words of more than one syllable there is at least one vowel in each syllable: s*u*rpr*i*se, w*o*nderf*u*lly, explai*n*ing.

Generally, the pronunciation of a word is the combination of the sound values of the consonants and vowels which make up that word. In some cases, however, there are letters in words which have no sound. These are called *silent letters*: co*m*e, *k*not, li*gh*t. In these words the letters in *italics* are silent letters.

The **root** of a word is the simplest form of the word: as, take, pay, place.

A **prefix** is one or more letters placed at the beginning of a root to change its meaning; as, *mis*take, *re*pay, *dis*place.

A **suffix** is one or more letters placed at the end of a word to change its meaning; as, take*n*, pay*ing*, place*s*.

A **derived word** is one which is derived from a root word by the use of a prefix or a suffix or both; as, *dia*meter, employ*ment*, *un*happi*ness*.

A **compound word** is one which is made up of two or more simple words. It may or may not be written with a hyphen; as, blackboard, son-in-law.

APPENDIX II

RULES FOR SPELLING

GENERAL

Below are a few of the most helpful rules for spelling. When uncertain as to the spelling of a word, it is sometimes useful to know a rule which covers the case. Rules with many exceptions are omitted.

1. Words ending in silent *e* usually drop the *e* before a suffix beginning with a vowel: choose, choosing; haste, hastily; approve, approval.

2. Words ending in silent *e* usually retain the *e* before a suffix beginning with a consonant: improve, improvement; complete, completely; waste, wasteful.

The words "argument", "acknowledgment", and "judgment" end with the suffix *ment* and are, therefore, exceptions to the rule just stated. The word "judgment", however, is sometimes spelled "judgement".

3. Words ending in *y* preceded by a consonant change *y* to *i* before a suffix of which *i* is not the initial letter: happy, happier; army, armies; reply, replying.

4. Words ending in *y* preceded by a vowel usually retain the *y* before a suffix: buy, buyer; enjoy, enjoyed; pray, praying.

5. Words of one syllable ending in a single consonant preceded by a single vowel usually double the final consonant before a suffix which begins with a vowel: ship, shipped; plan, planned.

6. Words of more than one syllable ending in a single consonant preceded by a single vowel and accented on the last syllable double the final consonant before a suffix begin-

ning with a vowel: occur, occurred; refer, referred; omit, omitted.

7. The following rhyme will help you to remember whether *e* precedes *i* or whether *i* precedes *e*:

I before *e*
Except after *c*
Or when used as *ā*
As in neighbour or weigh.

EXCEPTIONS.—Either, height, neither, leisure, seize.

PLURALS OF NOUNS

1. Most nouns add *s* to the singular form to make the plural form: dog, dogs; magazine, magazines.

2. Nouns which end in *s*, *x*, *sh*, or *ch* would be difficult to pronounce if an *s* were added. Most of such nouns, therefore, add *es* to form the plural: fox, foxes; witness, witnesses; sash, sashes; watch, watches.

NOTE.—A number of nouns that end in *o* also add *es*: potato, potatoes; hero, heroes. Others add only *s*: piano, pianos; auto, autos; radio, radios.

3. Some nouns ending in *f* or *fe* change *f* or *fe* to *v* and add *es*: knife, knives; half, halves; leaf, leaves.

4. Nouns ending in *y* after a consonant change *y* to *i* and add *es*: army, armies; city, cities.

5. Nouns ending in *y* after a vowel add *s*: turkey, turkeys; journey, journeys.

6. Some nouns form their plurals in irregular ways: child, children; man, men; woman, women.

POSSESSIVE FORMS

1. Singular nouns and plural nouns not ending in *s* form the possessive by adding an apostrophe and *s*: farmer, farmer's; men, men's.

2. Plural nouns ending in *s* form the possessive by adding an apostrophe only: boys, boys'; cities, cities'.

THE HYPHEN

Whether an expression is composed of independent words or of a compound word is determined by custom. A compound word may or may not be written with a hyphen. The tendency is towards its omission, writing the two words as one. The following rules will help you in the use of the hyphen:

1. The hyphen is used in compound numbers and in fractions: twenty-one, three-eighths.

2. The hyphen is used when the words "so" and "self" are used as prefixes: so-called, self-addressed.

3. The hyphen is used when two or more words are used together as an adjective before a noun: a well-worth-while enterprise; a never-to-be-forgotten day.

APPENDIX III

RULES FOR SYLLABICATION OF WORDS

Sometimes in writing or printing, because of lack of space at the end of a line, you divide a word at the end of a syllable and write the remainder of the word on the next line. You use a hyphen at the end of the line to show that the word is not complete. It is important, therefore, to know how to divide words into syllables. When in doubt, consult the dictionary. The following are helpful rules.

1. Every syllable must contain at least one vowel.

2. One single vowel may make a syllable. Most frequently a syllable consists of two or more letters. All the letters that go to make the single sound are placed in the same syllable, *e.g. I, prompt-ness, re-ci-tal.*

3. Vowels which come together but are sounded separately are placed in separate syllables, *e.g.* ra-*di-a-*tor, Feb-r*u-a-*ry,

4. When compound words are divided into syllables, the parts of the compound word are separated into single words making up these words, *e.g.* wind-mill, base-ball.

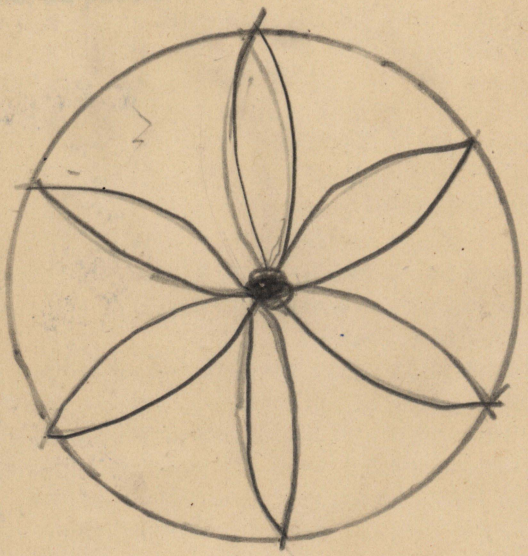
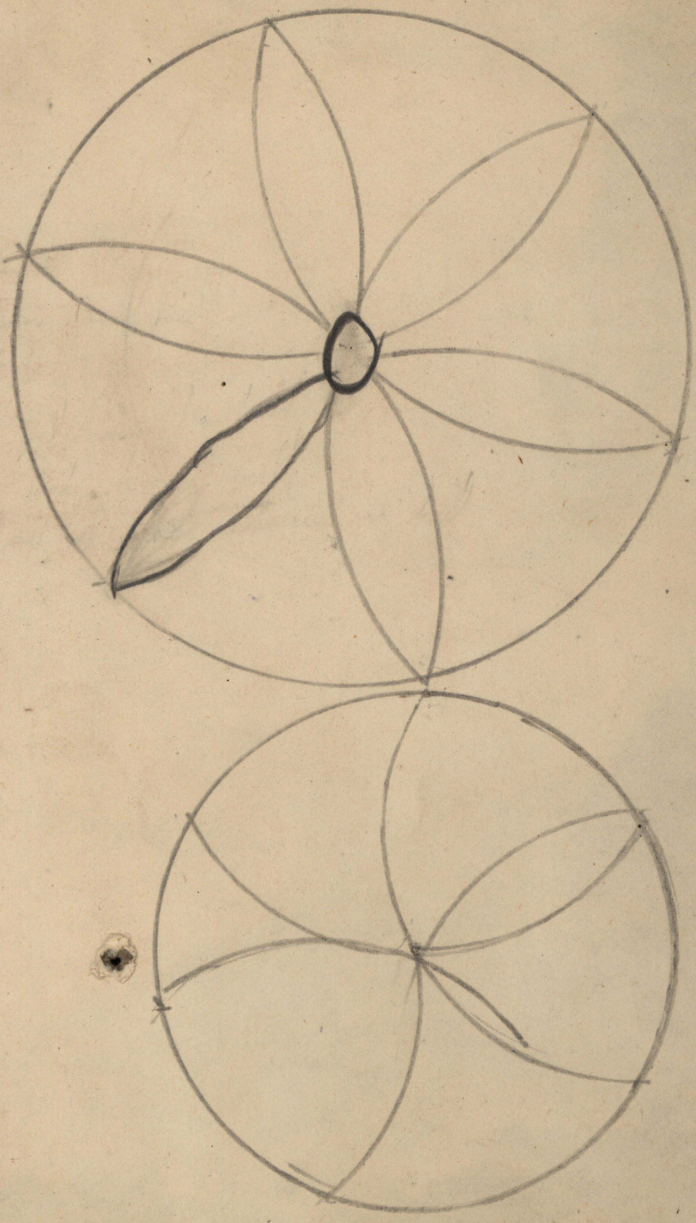
5. The prefixes and suffixes in derived words usually retain their original form as syllables when separated from the root of the word, *e.g. un-*pleas-*ant,* try-*ing, en-*force-*ment.*

6. When there is a single consonant between two vowels, the first vowel being short and the syllable accented, the consonant is joined to the first vowel, *e.g.* ho*n-*our, li*n-*en.

When, however, the vowel is long, the consonant is joined to the second vowel, *e.g.* le-*g*al, hu-*m*an.

7. Words with double consonants are divided between them, *e.g.* bi*t-t*er, o*c-c*ur.

When, however, the root word *ends* in a double consonant, the consonants are not divided, *e.g.* sh*ell-*ing.

8. When words, with vowels which are not silent, have these vowels separated by two or more different consonants, the first vowel being short and the syllable accented, one consonant is joined to each vowel, *e.g.* wel-come, sim-ple.

When, however, the first vowel is long and the syllable is accented, both consonants are joined to the second vowel, *e.g.* pro-gress, du-plicate.